



## Blythe Academy of Languages

100 Blythe Drive  
Greenville, SC 29605

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	878 Students	
<b>Principal</b>	Sandra E. Griffin, Ph.D.	864-355-4400
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent</b>
2011	Excellent	Good
2010	Good	Good
2009	Good	Average
2008	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

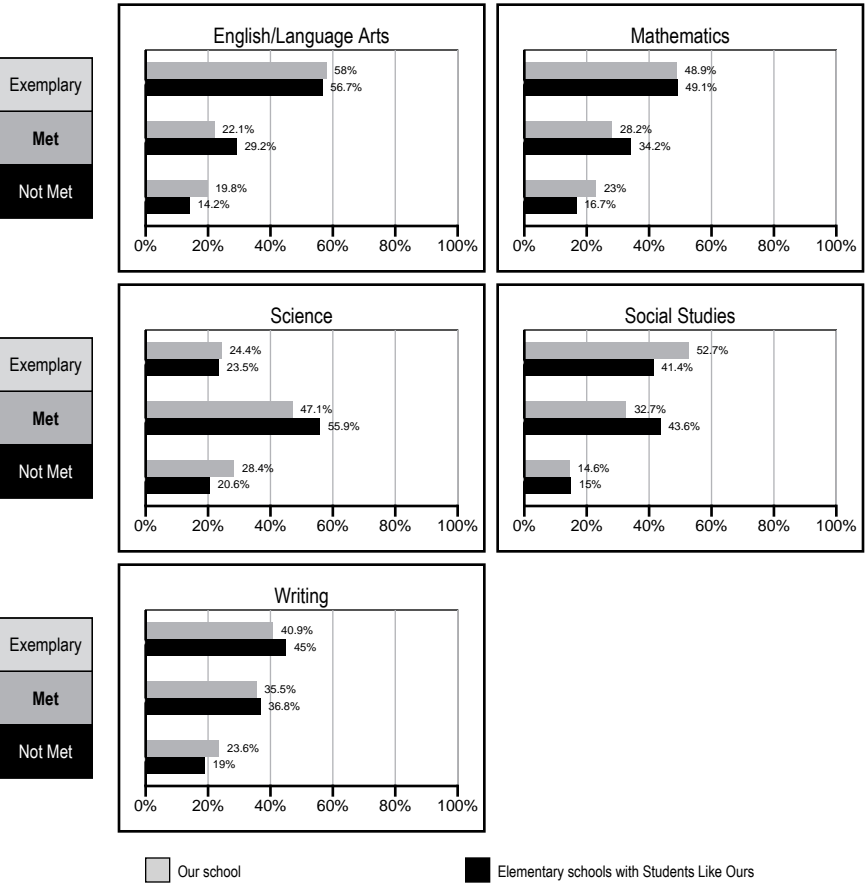
97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
43	13	2	1	0

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=878)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 92.9%	100.0%	100.0%
Retention rate	0.5%	Down from 0.8%	0.9%	1.0%
Attendance rate	97.0%	Up from 96.7%	97.0%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=55)</b>				
Teachers with advanced degrees	54.5%	Down from 55.6%	63.6%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.8%	Up from 87.1%	90.1%	88.7%
Teacher attendance rate	94.0%	Down from 95.5%	95.2%	95.1%
Average teacher salary*	\$45,271	Up 1.6%	\$48,820	\$47,210
Professional development days/teacher	7.4 days	Up from 5.9 days	9.8 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.5	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 21.0 to 1	20.7 to 1	20.0 to 1
Prime instructional time	90.5%	Down from 92.8%	91.6%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$5,895	Down 1.7%	\$6,821	\$7,247
Percent of expenditures for instruction**	68.7%	Down from 70.3%	69.5%	68.2%
Percent of expenditures for teacher salaries**	68.2%	Down from 68.9%	67.7%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

Goals and Objectives: Blythe Academy of Languages is a foreign language magnet school offering partial immersion programs in French and Spanish. Immersion students are taught math, science, and health in the target languages. English/language arts and social studies are taught in English. FLES (Foreign Language in the Elementary School) provides 30 minutes of Spanish instruction daily for students not in immersion. The Kite-II curriculum is used for FLES students in grades 3-5. Blythe staff worked with parents and community representatives to develop a shared vision and school goals for the 2011-12 school year. They reviewed the latest test data, SC state standards for learning, and the Education Plan of Greenville County Schools. Priority goals for Blythe were to improve student performance in Mathematics, English/Language Arts, Science, and Social Studies as measured by PASS. Strategies to support these goals included implementation of Quality Tools; Four Block Reading; Everyday Counts Math; use of math manipulatives; improved alignment of curriculum with state testing; school-wide writing and editing rules; technology integration; and thinking and reasoning activities. Compass Learning software for all students, Response to Intervention and Early Response to Intervention in Reading and Math for students in 5K – grade 2 continue to be used. Classroom teachers worked with the lab manager to integrate technology into the academic curriculum. A PTA sponsored tutorial program provided assistance to struggling readers. MAP data were used to more effectively guide instruction and monitor student progress. Our SIC (School Improvement Council) worked with PTA on our goal of updating and improving technology use and integration, and encouraging community and parent involvement in school activities. All school strategies were aligned with and supported the five goals of the District Education Plan. Success will be measured by student performance on standardized tests, and parent and student surveys. Accomplishments: Blythe 5K and first grade students were assessed using the SC Readiness Assessment Test. PASS and ITBS scores are in line with district and state scores. Blythe met 18 of 21 Adequate Yearly Progress objectives based upon spring 2011 PASS, and received a Palmetto Gold Award for PASS performance. Blythe is the only International Spanish Academy School in SC and has twice been a finalist for the International Spanish Academy School of the Year Award. The Blythe SIC was a finalist for the Dick & Tunky Riley SIC Award of Excellence in 2012. Plans for the future: Study of the most recent test data will be critical in planning for the 2012-13 school year. MAP (Measure of Academic Progress) testing, continues to provide detailed information regarding student performance and instructional needs of our students. Results from various surveys administered to students, parents and staff will be reviewed. Faculty, staff, SIC, and PTA will all be involved in establishing specific goals and strategies to improve student academic performance.

Principal: Sandra E. Griffin

SIC Chairs: Rachel Balck &amp; Lee Yarbrough

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	97	48
Percent satisfied with learning environment	86.7%	81.4%	78.7%
Percent satisfied with social and physical environment	91.1%	74.5%	75.0%
Percent satisfied with school-home relations	95.6%	94.8%	76.6%

\* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	96.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Blythe Academy of Languages school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	97.0%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.7	664.4	631.9	663.9	100.0	100.0
Male	672.0	661.5	630.0	661.1	100.0	100.0
Female	684.5	666.9	633.5	666.6	100.0	100.0
White	707.1	687.5	657.8	689.7	100.0	100.0
African American	643.2	635.7	601.1	632.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	688.3	670.2	635.8	666.5	100.0	100.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	609.7	603.9	581.0	615.2	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	639.5	631.1	602.5	630.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	109	100	13.9	22.2	63.9	86.1
	4	113	100	18.7	34.6	46.7	81.3
	5	121	100	24.6	28.1	47.4	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	139	100	20	17	63	80
	4	107	100	13.6	20.4	66	86.4
	5	114	100	25.5	30	44.5	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	109	100	25	20.4	54.6	75
	4	113	100	8.4	44.9	46.7	91.6
	5	121	100	24.6	33.3	42.1	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	139	100	28.1	23.7	48.1	71.9
	4	107	100	14.6	20.4	65	85.4
	5	114	100	24.5	40.9	34.5	75.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	53	100	39.6	39.6	20.8	60.4
	4	113	100	15.9	53.3	30.8	84.1
	5	60	100	37.5	51.8	10.7	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	69	100	35.3	33.8	30.9	64.7
	4	107	100	18.3	54.8	26.9	81.7
	5	55	100	40.7	48.1	11.1	59.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	56	100	10.9	20	69.1	89.1
	4	113	100	11.2	38.3	50.5	88.8
	5	61	100	25.9	31	43.1	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	70	100	14.9	40.3	44.8	85.1
	4	107	100	15.4	26	58.7	84.6
	5	59	100	14.3	35.7	50	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	122	100	22.6	27	50.4	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	113	100	23.6	35.5	40.9	76.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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